

## Student Outcomes

The program goal is to foster cultural awareness and global citizenship among youth through intercultural dialogue and collaboration. Specifically, students will be able to:

1. Demonstrate critical thinking, problem solving, creativity, and innovation.
2. Communicate across cultures, via public speaking and complete questions.
3. Improve digital literacy (research, tech) to address community problems.
4. Engage in reflection to appreciate multiple perspectives.

**Deepen the Discussion:**  
*What are the 21<sup>st</sup> century workforce skills?*  
Learn more at:  
[www.p21.org](http://www.p21.org).

## Educator, Staff, and Student Responsibilities

Teacher, students, GNG staff, and school administration must work together to make the GNG program a success. The boxes below show the roles and the responsibilities of each group.

### EDUCATORS

Before student activities:

- ✓ Participate in PD workshop
- ✓ Recruit 15-30 students and schedule regular meetings
- ✓ Complete pre-program surveys (if asked)

During student activities:

- ✓ Prepare and lead all classroom activities with students
- ✓ Facilitate student posts on the online platform (provide time/Internet access for posting, if needed)
- ✓ Use proficient computer skills (email, IVCs, platform)

After student activities:

- ✓ Complete evaluation with GNG

### SCHOOL ADMINISTRATION

Before student activities:

- ✓ Sign Media Release and/or MoU
- ✓ Print educator and student curricula (or provide digitally)
- ✓ Communicate with school's tech personnel to ensure participation

During student activities:

- ✓ Support educators and students (in class or after school) for program activities, IVCs, online platform
- ✓ Provide computer labs and Internet access, at least weekly

### STUDENTS

- ✓ Complete pre- and post-program evaluation, if asked
- ✓ Commit to engaging respectfully with partner schools
- ✓ Attend all lessons and IVCs; complete activities on time
- ✓ Post to online platform for each activity
- ✓ Keep an open mind to new things and people!

### GNG STAFF

- ✓ Lead educator PD workshops
- ✓ Schedule and facilitate IVCs
- ✓ Support educators in curriculum
- ✓ Provide tech support for IVCs and platform, and evaluations

## YOUR TURN: Prepare for the Workshop!

**Program Goals:** What skills do you want your students to gain from the program? What do you want to achieve or improve as an educator? Set 2-3 goals. Get creative, but be realistic about your resources.

**Starting the Program with Your Class:** How will you introduce the program to your students?

## Step 3: Multicultural Sensitivity and Communication

Participation in a program with youth from other countries requires that everyone be aware of security, privacy, and cultural sensitivities. In order to collaborate and communicate effectively, it is your job to

reflect on what you know about your culture and the culture of your partners. To start, review the following definitions<sup>1</sup> of cultural sensitivity, awareness, and knowledge. Which do your students have?

Cultural Sensitivity	Cultural Awareness	Cultural Knowledge
You know that cultural differences and similarities exist, but do not assign value (better or worse, right or wrong) to them.	You develop understanding of other ethnic or cultural groups, often changing your beliefs to be more open to others and how they act.	You are familiar with history, values, belief systems, and behaviors of members of another ethnic/cultural group.

How are these three things different? Which do you want your students to develop?

### Guidelines for Multicultural Respect and Sensitivity:

To ensure all groups are able to safely participate, we ask students and educators to follow these guides:

- 1. Respect the privacy of your peers.** Due to personal privacy and potential security risks associated with being publicly identified as a program participant in some places, we ask all educators to receive permission from GNG before any external outreach, press releases, or media coverage. Please do NOT publicize names of student participants without explicit permission from GNG staff.
- 2. Dress modestly,** covering shoulders and legs during all IVCs and in posts (photos and videos) online. This means no tank tops, shorts, or short skirts. If in doubt, ask your partner educator!
- 3. Respect the single-gender composition of the groups (if applicable).** Other than the possible exception of teachers, where requested, student participants in the IVCs must all be of the designated gender.

Are there any cultural or political issues that will be challenging for your students to discuss? What should your partner educator (and class) know about these issues?

### Communication Guidelines

Respectful communication can address needs and concerns, and it makes IVCs and program activities happen! GNG and your partners will contact you via email, the online platform, and texting. Please:

- ✓ Reply to confirm that you received each message as soon as possible (within 3 days maximum).
- ✓ Reply all if appropriate.
- ✓ If you know that you will not have Internet access, please let GNG and your partners know

<sup>1</sup> Various Authors, Center for Effective Collaboration and Practice. "Cultural Competency, Sensitivity, and Awareness." [http://cecp.air.org/cultural/Q\\_howdifferent.htm](http://cecp.air.org/cultural/Q_howdifferent.htm).

## Step 4: Moderating Dialogue in Class and Online

As educators, you probably use facilitations skills in your class. You may moderate discussions, resolve conflicts, or encourage students to share multiple perspectives. Does this change in virtual dialogue? How do you empower students to engage in cross-cultural dialogue in online platforms and IVCs?

GNG Educators are responsible for moderating dialogue on the online platform, and supporting students' participation in IVCs (GNG staff facilitate IVCs). Here are the basic responsibilities for facilitating virtual dialogue, but they also apply to discussion in your classroom!

### The Basics

- Introductions: Make sure people introduce themselves and where they are from.
- Facilitators should talk/type less than 25% of the time. Instead of sharing your opinion, ask questions that will help students expand the conversation and see new perspectives.
- Ask for clarification or an example if a comment or question is not clear, or if it seems offensive.
- Thank participants for their contributions.

### Listening and Summarizing

- Be an active listener!
- Keep track of the main ideas, so you can summarize to make sure everyone is on the same page and/or ask a discussion question.

### Tips for Asking Discussion Questions:

- Ask open-ended questions to help the group move forward. These do not have one right answer! They use "how" or "why," instead of words that lead to "yes" or "no" answers
- Questions should challenge the group to think critically. It's OK if people disagree!
- Prompt students to ask complete questions and share context. Instead of "What do you eat?" ask, "For lunch, I eat rice and vegetables, what do you eat at school?" (More on the next page).
- Make sure that everyone participates equally in answering and asking questions.
- Pay attention to all views that are expressed. Ask yourself, "Is there a perspective missing?" If so, ask questions to help participants consider new points of view.

### You are a Guide!

- Give positive feedback for thoughtful questions and/or comments.

### Deepen the Discussion:

#### Examples of Successful Virtual Dialogue

**Pakistan-US IVC:** In their first IVC, students tackle the issue of racism in their communities, asking respectful questions to understand if what they see in the media is accurate.

[vimeo.com/globalnomadsgroup/ivcexample1](https://vimeo.com/globalnomadsgroup/ivcexample1)

**Afghanistan-US IVC:** Students discuss the impact of street harassment on women, and the role police play in society in their third IVC. This example shows how dialogue can be successful even with translation and tech problems.

[vimeo.com/globalnomadsgroup/ivcexample2](https://vimeo.com/globalnomadsgroup/ivcexample2)



Which tips do you think will work in your class? What challenges do you think you will face?

## Step 5: Preparing Students for Interactive Videoconferences (IVCs) / Broadcasts

Classrooms connect virtually through IVCs, or broadcasts. A facilitator guides each IVC and makes sure that the group follows the agenda, engages in respectful and fun discussion, and has time for questions. The IVC outlines can be found in the curriculum. Prepare these outlines with your class before the IVC!

Each IVC outline follows this basic structure:	
<b>Introductions</b>	Introduce your group and/or share community updates, with time for questions.
<b>LEARN</b>	Share your LEARN activities, and discuss your experiences with your partners.
<b>ACT</b>	Collaborate on the ACT activity.
<b>(Showcase)</b>	(Share a 60-second talent! 2-3 students from each group may share in each IVC.)
<b>REFLECT</b>	Reflect on the IVC and prepare your next steps.

### IVC Tips: Share these with your students!

IVCs can be challenging, due to Internet, new technologies, and public speaking. Here are a few tips:

#### *Communicate Effectively*

- ✓ Start your comment or question by stating your name (i.e. "This is Rudy from Global Nomads").
- ✓ When you are finished speaking, say "Thank you," so that we know you are finished.
- ✓ Speak loudly, slowly, and clearly. If translation is being used, pause after every 2-3 sentences.

#### *Use Complete and Open-Ended Questions*

- ✓ Ask open-ended questions to help the group move forward. These do not have one right answer! They use "how" or "why," instead of words that lead to "yes" or "no" answers
- ✓ Complete questions include context and share information about the person who asks the question. They give their answer before asking, or share why the question is important to them.

Instead of:	Sample Complete Question	Your Turn: What would you say?
Why do you wear clothes like that?	At school, we have a dress code for all students. Our uniform looks like [this]. Do you have a school uniform and what does it look like?	
What's it like to live in a terrorist country?	I see in the news that there are many terrorist attacks in [country]. How does this impact you? Does the media accurately show what it is like?	

#### *Use the Technology Effectively*

- ✓ Trust the technology! Don't worry if there is a slight delay in a response from your partners.
- ✓ Stand or come close to the camera before you speak. Talk directly into the microphone.
- ✓ Mute the microphone when you are done talking (but keep unmuted if the class is discussing!).

#### *Etiquette & Active Listening*

- ✓ Be an active listener by paying close attention. Use facial expressions to express interest.
- ✓ Have paper and pencil available to write down notes or ideas to comment when it is your turn.
- ✓ All participants should be ready and in their seats 5-7 minutes before the scheduled start time.